

Key State Education Policies on K-12 Education

Standards,
Graduation,
Assessment,
Teacher Licensure,
Time and Attendance

A 50-State Report
August 1998



Council of Chief State School Officers
State Education Assessment Center

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The Council of Chief State School Officers is a nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity (DoDEA) and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their view to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

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ISBN #

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Graduation Requirements

State Course Credit Requirements for High School Graduation Core Academic Subjects, 1998

CREDITS FOR REGULAR DIPLOMA						
STATE	Math	Science	English	Social Studies	Arts	Total Credits (6 Subj. & Elec.)
Alabama	4	4	4	4	0.5	24
Alaska	2	2	4	3		21
American Samoa (1996 data)	3	3	4	4		17
Arizona (1994 data)	2	2	4	2.5		20
Arkansas	3	3	4	3	0.5	21
California	2	2	3	3		13
Colorado	L	L	L	L		—
Connecticut	3	2	4	3	1	20
Delaware	2	2	4	3		19
Dist. of Columbia (1996 data)	3	3	4	3.5	0.5	18
DoDEA	2/3	3/2	4	3		18
Florida (1994 data)	3	3	4	3	0.5	22
Georgia (1996 data)	3	3	4	3	1	19
Hawaii	3	3	4	4		22*
Idaho	2	2	4.5*	2.5*		21*
Illinois	2	1	3	2	1 (or For. Lang.)	10.25
Indiana	2	2	4	2		18
Iowa	L	L	L	1.5		1.5
Kansas	2	2	4	3		21
Kentucky	3	3*	4	3*	1*	22*
Louisiana	3	3	4	3		23*
Maine	2	2	4	2	1	16*
Maryland	3	3	4	3	1	21
Massachusetts	L	L	L	1	1	
Michigan	L	L	L	0.5	L	0.5
Minnesota	<i>Standards-based system</i>					
Mississippi	3	3*	4	3	1*	24*
Missouri	2	2	3	2	1	22
Montana	2	2	4	2	1*	20
Nebraska	L	L	L	L	LB	
Nevada	2	2	4	2	1	22.5*
New Hampshire	2	2	4	2.5	.5*	19.75*
New Jersey (1996 data)	3	2	4	3	1	16
New Mexico	3	2	4	3		21
New York (1996 data)	2	2	4	4		12
North Carolina	3	2	4	3		20
North Dakota	2	2	4	3		17*
Ohio	2	1	3	2		17
Oklahoma	2	2	4	2	2*	20
Oregon	2	2	3	3*	1 (or For. Lang.)	22*
Pennsylvania	<i>Requirements under revision*</i>					
Puerto Rico (1996 data)	3	1	3	3		13
Rhode Island	2	2	4	2		16
South Carolina (1996 data)	3	2	4	3		19
South Dakota	2	2	4	3	0.5	20
Tennessee	3	3	4	3		20*
Texas	3	2	4	2.5		18.5
Utah	2	2	3	3		24*
Vermont (1996 data)	— 5 combined —		4	3	1	12
Virginia	3*	3*	4	3	1	22*
Virgin Islands	2	2	4	2		16
Washington	2	2	3	2.5	1	19*
West Virginia	3*	3*	4	3	1*	24*
Wisconsin	2	2	4	3		13.5
Wyoming	3*	3*	4*	3*		
TOTAL	Math 2.5- 4 credits 24 states	Science 2.5-4 credits 16 states	English 4-4.5 credits 40 states	Social Studies 3-4 credits 33 states	Arts 24 states	L 5 states (local board determines)

NOTES:

Algebra 1 required by Georgia, North Carolina, Louisiana, Mississippi, Texas; Arkansas requires Algebra 1 or Applied Math 1.

Foreign Language: Alabama = 2, Dist. of Columbia = 2, South Carolina = 2, West Virginia = 1.

*** represents change since 1996.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Advanced Diploma: State Course Credit Requirements for High School Graduation in Academic Subjects, 1998

STATE	Math	Science	English	Social Studies	Arts	Foreign Language	Total Credits (6 Subj. & Elec.)
Alabama	4	4	4	4	.5*	2*	24*
California	2	2	3	3	— 1 in either —		13*
Florida (1994 data)	4	4	4	3	1	2	
Georgia (1994 data)	3	3	4	3	1	2	
Hawaii							
<i>Recognition Diploma</i>	3*	3*	4*	4*	2 in either or Voc. Ed.*		24*
Indiana	4	4	4	3		3-4	
Kentucky #			5	2		1	
Louisiana							
<i>Scholars</i>	4*	3	4	3	1	2 (Same)*	24*
<i>Regents</i>	4*	3	4	3	1	2 (Same)*	24*
Maryland							
<i>Certificate of Merit</i>		12 credits in advanced instruction					
Michigan	3	2	4	3		2 Yrs	
Missouri	3	3	4	3	1		
New York (1996 data)	2	2	4	4			
Ohio							
<i>Advanced Diploma</i>		Meet 7 out of 8 criteria					
Oklahoma	3	3*	4	3*	2*		
Rhode Island	3	2	4	2	0.5	2	
South Carolina (1996 data)	3	2	4	3			
Tennessee							
<i>Honors (Univ. Path)</i>	3	3	4	3	1*	2	20.5*
<i>Honors (Tech. Path.)</i>	3	3	4	3			20.5*
Texas	3	2	4	2.5	1	2	
Virginia	4*	4*	4*	4*	1	3*	24*

NOTES:

*** represents change since 1996

Being revised per new high school graduation requirements

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

High School Exit Exam and Policies on Graduates' Preparation, 1998

Question: Does your state have a policy to ensure that high school graduates are prepared for college or work?

STATE	Exit Exam	Description of Policy
Alabama	Y	Students must complete the High School Basic Skills Exit Exam.
Alaska	D	Must pass the Alaska High School Qualifying Examination, effective 2002.
Arizona	—	—
Arkansas	N	—
California	N	Attain basic skills proficiency standards
Colorado	N	(Local boards set requirements)
Connecticut	N	The Connecticut Academic Performance Test (CAPT) is not required, but colleges and employers are likely to use test results. Students receive a "certification of mastery" on their high school transcripts.
Delaware	N	(No policy beyond course credits)
DoDEA	N	(No policy beyond course credits)
Dist. of Columbia	—	—
Florida	Y	High school competency test
Georgia	Y	High school competency test
Guam	D	Developing: The School To Work (or Alternative Learning Paths) initiative is being phased in. Course offerings are being reviewed and revised to reflect SCANS competencies.
Hawaii	Y	Demonstration of mastery of 16 Essential Competencies through the Hawaii State Test of Essential Competencies (HSTEC).
Idaho	N	(No policy beyond course credits)
Illinois	D	Illinois Learning Standards are work force competencies as well as college-preparatory knowledge and skills. Beginning in 1999–2000 school year, all high school seniors will be required to take the Prairie State Achievement Examination which will be part of their record.
Indiana	Y	Tests competence in applied & basic skills in Math and English/Language Arts
Iowa	—	(No policy beyond course credits)
Kansas	—	(No policy beyond course credits)
Kentucky	—	(No policy beyond course credits)
Louisiana	Y	Graduate exit exams must be passed by each student in Math, English, Social Studies, and Science, in addition to 23 credits.
Maine	D	Developing
Maryland	Y	Students must pass competency tests in Mathematics, Reading, Writing, and Citizenship. Students must fulfill academic requirements for college or complete Career and Technology requirements for work.
Massachusetts	Y	Class of 2003 must pass 10th grade assessment, MA Comprehensive Assessment System, which is based on state curriculum frameworks.
Michigan	Y	Tests specific skills in Math, Science, Reading and Writing (Social Studies to be added in 1999)
Minnesota	Y	Competency tests in Math, Reading and Written Composition, and student must demonstrate applied knowledge in 10 learning areas

STATE	Exit Exam	Description of Policy
Mississippi	Y	Students must pass the Functional Literacy Exam (FLE).
Missouri	—	(No policy beyond course credits)
Montana	—	(No policy beyond course credits)
Nebraska	—	(Local boards set requirements)
Nevada	Y	Nevada High School Proficiency Exam must be passed for graduation.
New Hampshire	—	(No policy beyond course credits)
New Jersey	Y	Grade 11 High School Proficiency Test
New Mexico	Y	Students are required to pass a High School Competency Exam in grade 10 and complete all other graduation requirements in order to receive a diploma.
New York	Y	(High school test)
North Carolina	Y	Two tests are required for students: NC Competency Tests in Reading and Mathematics, NC Computer Skills Tests.
North Dakota	D	Developing
Ohio	Y	State proficiency test required
Oklahoma	—	(No policy beyond course credits)
Oregon	D	Developing: 21st Century Education Act calls Performance Based Admission System (PASS) for higher education with standards aligned with the State K–12 content and performance standards, to be implemented in Fall 2001.
Pennsylvania	D	Developing: New state standards are in the process of being developed by the State Board of Education.
Rhode Island	—	(No policy beyond course credits)
South Carolina	Y	(High school test)
South Dakota	—	(No policy beyond course credits)
Tennessee	Y	Students pass a Competency Test in Math and Language Arts in order to graduate with a regular or honors diploma.
Texas	Y	Testing requirements for graduation.
Utah	—	(No policy beyond course credits)
Vermont	—	—
Virgin Islands	—	(No policy beyond course credits)
Virginia	Y	Specific courses in mathematics, science, history and social science are required. Beginning 2000–2001, students are required to pass state-developed end-of-course criterion-referenced tests to earn verified units of credit in math, English, science, and history.
Washington	N	(No policy beyond course credits) Currently under review by SBE
West Virginia	Y	Policy provides a warranty for students entering the workforce (must score at or above 50 percentile) and warranty for students entering higher education (must score at or above 70 percentile).
Wisconsin	—	(No policy beyond course credits)
Wyoming	—	(No policy beyond course credits)

Source: State Departments of Education, State Student Assessment Programs Database, 1998, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Content Standards

Status of State Content Standards in Academic Subjects, 1998

STATE	Content Standards Ready for Implementation	Content Standards Under Development
Alabama	Under revision	
Alaska	M, S, E/LA, H, AR, HE, Geog., Govt.	
American Samoa (1996 data)	M, S, E, SSSt	
Arizona (1994 data)	M, S, LA, SSSt	AR, FL, HE
Arkansas	H/SSSt, AR, FL, HE/PE	M, E/LA (review)
California	M, E/LA	S, SSSt
Colorado	M, S, H, LA, Geog., AR, FL, PE	
Connecticut	M, S, E/LA, SSSt, AR, FL, HE, PE	
Delaware	M, S, E/LA, SSSt, AR, FL	
Dist. of Columbia (1996 data)	E, LA, H	
DoDEA	M, S, E/LA, SSSt, AR, FL	HE, PE
Florida (1994 data)	M, S, LA, SSSt, AR, FL, HE/PE	
Georgia (1996 data)		M, S, LA, SSSt
Guam		M, S, LA, SSSt, AR, FL, HE, PE (field testing)
Hawaii	Under revision	
Idaho	M, S, LA, SSSt (K-6)	M, S, LA, SSSt (9-12), AR, FL, HE, PE (9-12)
Illinois	M, S, E/LA, SSSt, AR, FL, HE, PE	
Indiana	M, S, SSSt, AR, FL, HE, PE	E/LA (review)
Iowa		
Kansas	M, S, LA, SSSt, AR, HE, PE	
Kentucky	M, S, LA, SSSt, AR, Prac. Living (inc. HE, PE), Voc. Studies	
Louisiana	M, S, E/LA, SSSt, AR, FL	
Maine	M, S, E/LA, SSSt, AR, FL, HE, PE	
Maryland	M, S, E/LA, SSSt, AR	
Massachusetts	M, S, E, H/SSSt, AR, FL, HE	
Michigan	M, S, E/LA, SSSt, AR, FL, HE, PE	
Minnesota	M, S, LA, SSSt, AR, FL, HE, PE	
Mississippi	M, S, SSSt, LA, AR, HE/PE	
Missouri	M, S, LA, SSSt, AR, HE, PE	
Montana	M, Reading	HE/PE, S, Tech (review)
Nebraska	M, S, SSSt, Reading/Writing	M, S, LA, SSSt
Nevada	FL	M, S, E/LA, SSSt, AR, HE, PE, Comp. Lit.
New Hampshire	M, S, E/LA, SSSt	AR
New Jersey (1996 data)	M, S, LA, SSSt, AR, HE, PE	
New Mexico	M, S, LA, SSSt, AR, FL, HE, PE	
New York (1996 data)	M/S, E/LA, SSSt, HE/PE	
North Carolina	S, E/LA, SSSt, AR, FL, HE, PE, Voc & Tech ed.	M (review)
North Dakota	M, E/LA	S, SSSt, AR, HE
Ohio	M, S, LA, SSSt, AR, FL	HE, PE
Oklahoma	M, S, SSSt, AR, FL, HE, PE	
Oregon	M, S, E, H, AR, FL, Civ., Geog., Ec.	
Pennsylvania		M, S, E/LA, H/SSSt, AR, FL, HE, PE
Puerto Rico (1996 data)		M, E, Spanish
Rhode Island	M, S, E/LA, AR, HE	
South Carolina (1996 data)	M, S, E/LA, AR, FL	SSSt, HE, PE
South Dakota	AR, HE, Civ., Geog.	M, S, E/LA, SSSt (review)
Tennessee	M, S, E, SSSt, AR, FL, HE, PE	
Texas	M, S, E/LA, SSSt, AR, FL, HE, PE	
Utah	M, S, E, SSSt, AR, FL, HE, PE	
Vermont (1996 data)	M/S, LA/AR, H/SSSt	
Virginia	M, S, E, H/SSSt	
Virgin Islands (review)		M, S, E/LA, SSSt (review), AR, FL, HE, PE
Washington	M, S, SSSt, LA, AR, HE	
West Virginia	M, S, SSSt, AR, FL, HE, PE	E/LA (rev.)
Wisconsin	M, S, SSSt, AR, FL, PE, HE	E/LA (rev.)
Wyoming	S, SSSt, AR, FL, HE, PE	M, E/LA (rev.)

NOTES:

M = Mathematics, S = Science, E = English, LA = Language Arts, H = History, SSSt = Social Studies, AR = Arts, Visual & Performing, Fine Arts, FL = Foreign Lang., HE = Health Ed., PE = Physical Ed.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

State Policies on Textbooks and Standards, 1998

Question: Does your state have a policy by which the state *selects* textbooks or curriculum materials, or *recommends* textbooks or curriculum materials?

STATE	State Policy	Use State Content Standards	Subject Areas	Grades
Alabama	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	1-12
Alaska	No			
Arizona				
Arkansas	Yes	Yes	E/LA, M, S, SSt, HE, PE, Fine Arts	
California	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE	K-8
Colorado	No			
Connecticut	No			
Delaware	No			
DoDEA	Select/Rcmd	Yes	E/LA, M, S, SSt, AR, FL, PE	Varies by subj.
Dist. of Columbia				
Florida				
Georgia				
Guam	Other			
Hawaii	Other			
Idaho	Recommend	No	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Illinois	Select list			
Indiana	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE	1-2, 7-12 (FL)
Iowa	No			
Kansas	No			
Kentucky	Yes	Yes	E/LA, M, S, SSt, AR, FL, HE/PE, Voc. Ed.	P-12
Louisiana	Recommend	Yes	E/LA, M, S, SSt	Varies by subj.
Maine	No			
Maryland	No			
Massachusetts	No			
Michigan	No			
Minnesota	No			
Mississippi	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Missouri	No			
Montana	No			
Nebraska	No			
Nevada	State Review	Yes	E/LA, M, S, SSt, AR, FL, HE	K-12
New Hampshire	No			
New Jersey				
New Mexico	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
New York				
North Carolina	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	
North Dakota	No			
Ohio	No			
Oklahoma	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12, 1-12
Oregon	Select	Yes	E/LA, M, S, SSt, AR, FL, HE	Varies by subj.
Pennsylvania	No			
Rhode Island	No			
South Carolina				
South Dakota	No			
Tennessee	Select list	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12

Continued next page...

State Policies on Textbooks and Standards, 1998 (cont'd)

STATE	State Policy	Use State Content Standards	Subject Areas	Grades
Texas	Select	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Utah	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12, 7-12
Vermont				
Virgin Islands	Select	Yes	E/LA, M, S, SSt	K-12
Virginia	Recommend	Yes	E/LA, M, S, SSt, FL	K-12
Washington	No			
West Virginia	Recommend	Yes	E/LA, M, S, SSt, AR, FL, HE, PE	K-12
Wisconsin	No			
Wyoming	No			

NOTES:

No =	No policy	E/LA =	English/Language Arts	AR =	Arts
Select =	State SELECTS texts/materials	M =	Mathematics	FL =	Foreign Languages
Recommend =	State RECOMMENDS texts/materials	S =	Science	HE =	Health Education
Select list =	Districts choose texts/materials from list selected by state board of education.	SSt =	Social Studies/History	PE =	Physical Education.

Alabama: Multiple choices for local selection.

California: "Select list" means evaluation criteria based on the content standards/frameworks are used to "select" what materials will be adopted by the State Board of Education and recommended to school districts.

Guam: Selection process outlined for schools

Hawaii: School selections must meet learning needs of students.

Illinois: Secular Textbook Loan Program: If a school district receives program it must purchase materials from a list compiled by the State Board of Education.

Oklahoma: State Textbook List, from which 80% of allocated textbook funds must be spent.

Oregon: Social Studies/History = Economics, Civics, Geography.

Tennessee: State adopts an approved list then local may choose from approved list in order to get state funds.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

State Policy Linking Professional Development with Content Standards, 1998

Question: Does your state have a policy that links or aligns teacher professional development programs with state content standards?

Illinois	P.A. 90-548 requires state to redesign the teacher certification system by 1/1/99. Changes in teacher preparatory programs will be aligned with the Illinois Learning Standards.
Kansas	Policy relates to school improvement priorities and plan, which must include academic areas.
New Mexico	Contingent on resources; state is pursuing development of a Professional Development State Plan that will include content standards.
Pennsylvania	State budget for 1998–99 has proposed a \$3M grant for professional development to train 35,000 teachers in the relationship of standards-based instruction to their curriculum.
South Dakota	Local course guidelines must be implemented that are aligned with state standards in four areas: Math and Language Arts (by 7/1/99) and Social Studies and Science (by 7/1/00). State provides eight days of staff development to teams from a district to assist them in this endeavor.
Virginia	Current language in the Appropriations Act, being considered by the General Assembly would provide 100% state funding for professional development that would require a plan aligned with the K–12 content standards.

Developing a Policy

Alaska
Delaware
Minnesota
Nebraska
Nevada
New Hampshire
Oregon
Texas
West Virginia
Wisconsin
Virgin Islands

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Student Assessment

State Assessment Programs in *Language Arts, Reading, and Writing, 1996–1997*

	Name of Assessment	GRADES			Type of Test	Non-Traditional Exercises	Performance Levels
		Lang. Arts	Reading	Writing			
Alabama	Stanford Achievement Test	3–11	3–11		NRT	Ext. Resp.	3 levels;
	Writing Assessment			5, 7	CRT		Pass/Fail
	Basic Competency Test	9	9		CRT		
	Exit Exam	11, 12			NRT		
Alaska	Norm-Referenced Test	4, 8, 11	4, 8, 11		NRT	Ext. Resp.	3 levels
	Writing Assessment			5, 7, 10			
Arizona	Stanford 9	3–12	3–12		NRT		no
Arkansas	Criterion Referenced Test		11	11	NRT		3 levels
	Stanford Achievement Test, 8th Ed.	5, 7, 10	5, 7, 10		CRT		
California	Golden State Exams			Comp. 9–12		Sh. Ans., Ext. Resp.	3 levels
Colorado	CO Student Assessment Program		4	4		Sh. Ans., Ext. Resp.	4 levels
Connecticut	CT Mastery Test	10	4, 6, 8	4, 6, 8	CRT	Perf.,	State goal
	CT Academic Performance Test		10		CRT	EMC, Sh. Ans., Ext. Resp.	
Delaware	Writing Assessment			3, 5, 8, 10		Ext. Resp.	no
Dist. of Columbia	—						—
Florida	FL Writing Assessment Program			4, 8, 10			No
Georgia	GA High School Graduation Test	3, 5, 8		11, 12	CRT	Perf.,	Pass/Fail;
	ITBS			3, 5, 8	NRT	Proj.	5 levels
	Writing Assessment			11			
Hawaii	Stanford Achievement Test 8th Edition	3, 6, 8, 10	3, 6, 8		NRT	Ext. Resp.	Pass/Fail
Idaho	Direct Writing Assessment ITBS & TAP	3–11	3–11	4, 8, 11	NRT	Perf.	4 levels
Illinois	IL Goal Assessment Program		3, 4, 6–8, 10, 11	3, 4, 6–8, 10, 11	NRT/CRT	Ext. Resp.	3 levels
Indiana	ISTEP+	3, 6, 10			NRT/CRT		2 levels
Iowa	—						
Kansas	KS Assessment Program		3, 7, 10		CRT	Sh. Ans., Perf.	2 levels
Kentucky	KIRIS		4, 7, 11	4, 7, 11	CRT	Ext. Resp.	4 levels
	Natl. Reference Examination		3, 6	12		Port.	
Louisiana	Criterion-Referenced Test	3, 5, 7			CRT		Pass/Fail
	Norm-Referenced Test	4, 6, 8	4, 6, 8		NRT		
	LA Graduation Exit Examination			10	CRT		
Maine	Maine Educational Assessment		4, 8, 11	4, 8, 11	CRT	Sh. Ans.	4 levels
Maryland	MD School Perf. Assessment Program	3, 5, 8	3, 5, 8	3, 5, 8	CRT	EMC, Ext. Resp.,	2 levels
	MD Functional Testing Program		6–12	6–12	CRT	Sh. Ans.	
Massachusetts	MA Comprehensive Assessment System ITBS		Pilot 3		CRT NRT		4 levels
Michigan	MI Educational Assessment Program		4, 7	5, 8	CRT		3 levels
	MI High School Proficiency Tests		11	11			2 levels
Minnesota	Basic Standards Test		8–12	8–12		Perf.	3 levels
Mississippi	Norm-Referenced Test		4–9	4–9	NRT	EMC,	3 levels
	Functional Literacy Examination		11		CRT	Sh. Ans.	
Missouri	MO Mastery and Achievement Test	2–10			CRT		No
Montana	Student Assessment Requirement	4, 8, 11	4, 8, 11		NRT		4 levels
Nebraska	—						—
Nevada	Norm-Referenced Test	4	4, 8		NRT	Ext. Resp.	Pass/Fail
	Writing Proficiency Examination-Grade 8		11, 12	11, 12			Adequate/
	High School Proficiency Examination Prog.						Inadequate
New Hampshire	NH Ed. Improvement and Assessment Prog.	3, 6, 10			CRT	Sh. Ans./ Ext. Resp.	4 levels
New Jersey	Elementary School Proficiency Assessment	4			CRT	Sh. Ans./	Pass/Fail
	Grade 11 High School Proficiency Test		11	11		Ext. Resp.	

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State Assessment Programs in *Language Arts, Reading, and Writing* (cont'd)

	Name of Assessment	GRADES			Type of Test	Non-Traditional Exercises	Performance Levels
		Lang. Arts	Reading	Writing			
New Mexico	NM Achievement Assessment	3, 5, 8	3, 5, 8		NRT	Sh. Ans.	Pass/Fail
	NM High School Competency Exam	10	10	10	CRT	Ext. Resp.; Port.	
	Portfolio Writing Assessment			4, 6, 8			
	Reading Assessment for Grades 1 and 2		1, 2		NRT/CRT		
New York	Pupil Evaluation Program Tests		3, 6	5	CRT	Sh. Ans.,	Pass/Fail
	Preliminary Competency Tests		8, 9	8, 9	CRT	Ext. Resp.	2 levels
	Regents Competency Tests/Exam Prog.	Eng. 11	11	11	CRT		
North Carolina	Competency Testing		8, 11		NRT/CRT	EMC,	4 levels
	NC Testing Program	Eng.	3–9	4, 7, 10	NRT/CRT	Sh. Ans.	
	Norm-Referenced Test	I/II 5, 8	5, 8		NRT	Ext. Resp.	
North Dakota	CTBS-4	3, 6, 8, 11	3, 6, 8, 11		NRT		4 levels
Ohio	Fourth-/Sixth-/Ninth-/Twelfth-Grade Proficiency Testing	4/6/8–12	4/6/8–12		CRT	Sh. Ans., Ext. Resp., Proj.	3 levels; 2 levels
Oklahoma	Oklahoma Core Curriculum Tests		5, 8, 9, 11	5, 8, 9, 11	CRT	Ext. Resp.	2 levels
	ITBS	3, 7	3, 7		NRT		
Oregon	Reading, Writing, and Mathematics Assessment		3, 5, 8, 11	5, 8, 10	CRT	Sh. Ans., Ext. Resp.	3 levels
Pennsylvania	Reading and Mathematics Assessment		5, 8, 11	6, 9	NRT NRT/CRT	EMC, Ext. Resp.	2 levels
Rhode Island	MAT-7		4, 8, 10		NRT	Ext. Resp.	4 levels
	Writing Performance Assessment			4, 8, 10			
South Carolina	Basic Skills Assessment Program		3, 8, 10	6, 8, 10	CRT	EMC,	Pass/Fail
	MAT-7	4, 5, 7, 9, 11	4, 5, 7, 9, 11		NRT	Sh. Ans., Ext. Resp.	
South Dakota	SAT-8	4, 8, 11	4, 8, 11		NRT		4 levels
Tennessee	TCAP Achievement Test	2–8			NRT/CRT		3 levels
	TCAP Competency Test	9			CRT		
	TCAP Writing Assessment			4, 8, 11	CRT		
Texas	Assessment of Academic Skill & End-of-Course tests		3–8, 10–12	4, 8, 10–12	CRT	Ext. Resp.	2 levels
Utah	Core Assessment CRT Program		1–6		CRT	Perf.	NAEP-like levels
	Core Curriculum Testing		1–12	1–12			
	Norm-Referenced Test	5, 8, 11	5, 8, 11		NRT		
Vermont	Portfolio Assessment			5, 8		Ext. Resp.,	4 levels
	New Standards ELA	3, 4, 8				Port., Perf.	5 levels
Virginia	Literacy Passport Test (LPT)		6	6	CRT		
	VA Student Assessment Program	3, 5, 8, 11	3, 5, 8, 11		NRT		Pass/Fail
Washington	Norm-Referenced Test	4, 8	4, 8, 11		NRT		4 levels
Wisconsin	WRCT at Grade 3		3				3 levels
	WSAS Knowledge & Concepts	4, 8, 10	4, 8, 10	4, 8, 10			4 levels
West Virginia	Norm-Referenced Test	K–11	K–11		NRT	EMC,	No
	Writing Assessment			8, 10		Sh. Ans., Ext. Resp., Perf.	
Wyoming	—						
Total States		30	36	35	NRT = 32 CRT = 40	EMC = 7 Sh. Ans. = 16 Ext. Resp. = 25 Port = 3 Perf. = 8	41

NOTES:

— = No state assessment

Type of test:

CRT = Criterion-referenced
NRT = Norm-referenced

Non-traditional exercises:

EMC = Enhanced multiple choice
Sh. Ans. = Short Answer
Ext. Resp. = Extended response
Port. = portfolio or learning record
Perf. = Individual performance assessment
Proj. = projects, exhibitions, or demonstrations

Performance Levels = State assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1996–97 school year, CCSSO.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

State Assessment Programs in *Mathematics*, 1996–1997

	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Alabama	Basic Competency Test	9	CRT	EMC, Sh. Ans.	Pass/Fail
	Grade 9 Exit Exam	11, 12	CRT		Pass/Fail
	Math End-of Course Test	Algebra I, Geometry	CRT		4 levels
	Stanford Achievement Test	3–11	NRT		3 levels
Alaska	Norm-Referenced Testing	4,8,11	NRT		3 levels
Arizona	Stanford-9	3-12	NRT		no
Arkansas	Criterion Referenced Test	11	CRT		3 levels
	Stanford Achievement Test, 8th Ed.	5, 7, 10	NRT		
California	Golden State Exams	Algebra	NRT	Sh. Ans., Ext. Resp.	3 levels
		Geometry	CRT		
Colorado	—				
Connecticut	CT Mastery Test	4, 6, 8	CRT	EMC, Sh. Ans.	State goal
	CT Academic Performance Test	10	CRT		
Delaware	—				
Dist. of Columbia	—				
Florida	High School Competency Test	11	CRT		Pass/Fail
Georgia	Kindergarten Assessment Program	K	NRT		2 levels
	ITBS	3, 5, 8	NRT		
	GA High School Graduation Tests	11,12	CRT		
Hawaii	Stanford Achievement Test 8th Edition	3, 6, 8, 10	NRT		Pass/Fail
	Credit by Examination	Algebra	CRT		
Idaho	ITBS & TAP	3–11	NRT	Ext. Resp., Perf.	4 levels
	Direct Mathematics Assessment	4, 8			
Illinois	IL Goal Assessment Program	3, 4, 6–8, 10, 11	NRT	Sh. Ans., Observ.	3 levels
Indiana	Statewide Assessment	3, 6, 10	NRT		2 levels
Iowa	—				
Kansas	KS Assessment Program	4, 7, 10	CRT	EMC, Sh. Ans., Ext. Resp.	2 levels
Kentucky	KIRIS	5, 8, 11	CRT	Ext. Resp., Port.	4 levels
	National Reference Assessment	3, 6	NRT		4 levels
Louisiana	Grade 3, 5, and 7 CRT	3, 5, 7	CRT		Pass/Fail
	Norm-Referenced Test	4, 6	NRT		
	LA Graduation Exit Examination	10	CRT		
Maine	Maine Educational Assessment	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	4 levels
Maryland	MD School Perf. Assessment Program	3, 5, 8	CRT	EMC	2 levels
	MD Functional Testing Program	6–12	CRT		2 levels
Massachusetts	MA Comprehensive Assessment System	Pilot	CRT		No
Michigan	MI Educational Assessment Program	4, 7, 11	CRT		3 levels
	MI High School Proficiency	11			
Minnesota	MN Basic Standards	8-12			3 levels
Missouri	MO Mastery and Achievement Test	2-10			
	MO Assessment Program	4,8,10	CRT		5 levels
Mississippi	Norm-Referenced Testing	4–9	NRT	EMC, Sh. Ans.	3 levels
	Subject Area Testing Program	Algebra I	CRT		
Montana	Student Assessment Requirement	4,8,11	NRT		4 levels
Nebraska	—				
Nevada	Norm-Referenced Test	4, 8	NRT		Adequate/ Inadequate
	High School Proficiency Examination Prog.	11, 12	NRT		
New Hampshire	NH Ed. Improvement and Assessment Prog.	3, 6, 10	CRT	Sh. Ans., Ext. Resp.	4 levels
New Jersey	Elementary Proficiency Test	4	CRT		Pass/Fail
	Grade 11 High School Proficiency Test	11, 12			
New Mexico	NM Achievement Assessment	3, 5, 8	NRT	Sh. Ans., Ext. Resp.	Pass/Fail
	NM High School Competency Exam	10	CRT		
New York	Pupil Evaluation Program Tests	3, 6	CRT	Sh. Ans., Ext. Resp.	2 levels
	Regents Competency Tests	9	CRT		Pass/Fail
	Regents Examination Programs	9–11	CRT		

Continued next page...

State Assessment Programs in *Mathematics*, (cont'd)

	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
North Carolina	Competency Testing	8–11	NRT/CRT		Pass/Fail
	NC Testing Program	3–9, Algebra I	NRT/CRT		4 levels
	Norm-Referenced Test	5, 8	NRT		
North Dakota	CTBS-4	3, 6, 8, 11	NRT		4 levels
Ohio	Fourth-/Sixth-/Ninth-/Twelfth-Grade Proficiency Testing	4/6/8–12	CRT	Sh. Ans., Ext. Resp., Other	3 levels
Oklahoma	Iowa Test of Basic Skills	3, 7	NRT		2 levels
	OK Core Curriculum Tests	5, 8, 11	CRT		
Oregon	Reading, Writing and Mathematics Assessment	3, 5, 8, 10	CRT	Ext. Resp.	3 levels
Pennsylvania	Reading and Mathematics Assessment	5, 8, 11	NRT	Ext. Resp.	No
Rhode Island	Mathematics Performance Assessment	4	NRT	Ext. Resp.	No
	MAT-7	4, 8, 10			
South Carolina	Basic Skills Assessment Program	3, 8, 10	CRT	EMC,	2 levels
	MAT-7	4, 5, 7, 9, 11	NRT	Sh. Ans., Ext. Resp.	
South Dakota	SAT-8	4, 8, 11	NRT		4 levels
Tennessee	TCAP Achievement Test	2–8	CRT/NRT		3 levels
	TCAP Competency Test	9	NRT		
Texas	TX Assessment of Academic Skills	3–8	CRT		3 levels
	TX End-of-Course tests	10–12			
Utah	Core Assessment CRT	1–6	CRT	Perf.	NAEP-like levels
	Program Core Curriculum Testing	1–12	NRT		
	NRT	5, 8, 11			
Vermont	New Standards Math Portfolio Assessment	4, 8, 10	CRT	Ext. Resp., Perf., Port.	4 levels
Virginia	Virginia Student Assessment	3, 5, 8, 11	NRT		Pass/Fail
	Program Literacy Passport Test	6	CRT		
Washington	Norm Reference	4, 8, 11	NRT		4 levels
Wisconsin	WSAS Knowledge & Concepts	4, 8, 10	NRT		3 levels
West Virginia	Norm-Referenced Testing	K–11	CRT NRT		No
Wyoming	—				—
Total States	45		NRT= 33 CRT= 38	EMC= 6 Sh. Ans.= 12 Perf.= 3 Ext. Resp.= 14 Port.= 2 Observ.= 1	39

NOTES:

— = No state assessment

Type of test:

CRT = Criterion-referenced

NRT = Norm-referenced.

Non-traditional exercises:

EMC = Enhanced multiple choice

Sh. Ans. = Short Answer

Ext. Resp. = Extended response

Port. = portfolio or learning record

Perf. = Individual performance assessment

Proj. = projects, exhibitions, or demonstrations

Performance Levels = State assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1996–97 school year, CCSSO.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

State Assessment Programs in *Science*, 1996–1997

STATE	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Alabama	Stanford Achievement Test	3–11	NRT		4 levels
Alaska	NRT	4, 8, 11	NRT		3 levels
Arizona	—				—
Arkansas	Stanford Achievement Test, 8th Ed.	5, 7, 10	NRT		no
California	Golden State Exams	Biology; Chemistry	NRT/CRT	Sh. Ans., Ext. Resp.	3 levels
Colorado	—				—
Connecticut	CT Academic Performance Test	10	CRT	EMC, Sh. Ans., Perf.	4 levels
Delaware	—				—
Dist. of Columbia	—				—
Florida	—				—
Georgia	NRT GA High School Graduation Tests	3, 5, 8 11, 12	NRT CRT		2 levels
Hawaii	—				—
Idaho	ITBS & TAP	3, 5, 7, 9	NRT		—
Illinois	IL Goal Assessment Program	3, 4, 6–8, 10, 11	NRT/CRT		3 levels
Indiana	—				—
Iowa	—				—
Kansas	Kansas Assessment Program	5, 8, 10		EMC	2 levels
Kentucky	KIRIS	4, 7, 11	CRT	Ext. Resp.	4 levels
Louisiana	NRT LA Graduation Exit Examination	4, 6 11	NRT CRT		Pass/Fail
Maine	State Tests	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	No
Maryland	MD School Perf. Assessment Program	3, 5, 8	CRT	EMC, Sh. Ans.	2 levels
Massachusetts	Massachusetts Educational Assessment Program	4, 8, 10	CRT		No
Michigan	MI Educational Assessment Program MI High School Proficiency Test	5, 8 11	CRT	Sh. Ans.	2 levels 3 levels
Minnesota	—				—
Mississippi	—				—
Missouri	MO Mastery and Achievement Test	3, 6, 8, 10	CRT		No
Montana	Student Assessment Requirement	4, 8, 11	NRT		4 levels
Nebraska	—				—
Nevada	—				—
New Hampshire	NH Ed. Improvement and Assessment Program	6, 10	CRT	Sh. Ans., Ext. Resp.	—
New Jersey	—				—
New Mexico	NM High School Competency Exam	10	CRT	Sh. Ans., Ext. Resp.	Pass/Fail
New York	Program Evaluation Tests Regents Competency Tests Regents Examination Programs	4 9 9–12	CRT	EMC, Port., Proj.	2 levels
North Carolina	NC Testing Program	Biology I	NRT/CRT		4 levels
North Dakota	CTBS 4	3, 6, 8, 11	NRT		No
Ohio	Fourth-/Sixth-/Ninth-/Twelfth-Grade Proficiency Tests	4/6/8, 9/12	CRT	Sh. Ans., Ext. Resp.	3 levels
Oklahoma	Iowa Test of Basic Skills OK Core Curriculum Tests	3, 7 5, 8, 11	NRT CRT		2 levels
Oregon	—				—
Pennsylvania	—				—
Rhode Island	—				—
South Carolina	Basic Skills Assessment Program	3, 6, 8	CRT	EMC, Sh. Ans., Ext. Resp.	Pass/Fail
South Dakota	Norm-Referenced Test	4, 8, 11	NRT		4 levels
Tennessee	TCAP Achievement Test	2–8	NRT		3 levels

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State Assessment Programs in *Science*, (cont'd)

STATE	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Texas	TX Assessment of Academic Skills & TX End-of-Course tests	8	CRT	Other	2 levels
Utah	Core Assessment Program (by dist.)	1–6	CRT	Perf.	No
	Core Curriculum Testing	1–12	CRT		
	Norm-Referenced Test	5, 8, 11	NRT		
Vermont	—				—
Virginia	—				
Washington	Norm-Referenced Test	4, 8, 11	NRT		4 levels
Wisconsin	WSAS Knowledge & Concepts	4, 8, 10	NRT	Sh. Ans., Ext. Resp.	No
West Virginia	CTBS	3, 6, 9, 11	NRT		No
Wyoming	—				—
Total States	31		NRT = 22 CRT = 21	EMC = 5 Sh. Ans. = 10 Perf. = 2 Ext. Resp. = 7 Port. = 1 Proj. = 1	27

NOTES:

— = No state assessment

Type of test:

CRT = Criterion-referenced

NRT = Norm-referenced.

Non-traditional exercises:

EMC = Enhanced multiple choice

Sh. Ans. = Short Answer

Ext. Resp. = Extended response

Port. = portfolio or learning record

Perf. = Individual performance assessment

Proj. = projects, exhibitions, or demonstrations

Performance Levels = State assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1996–97 school year, CCSSO.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

State Assessment Programs in *Social Studies*, 1996–1997

	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Alabama	Stanford Achievement Test	3–11	NRT		3 Levels
Alaska	—				
Arizona	—				
Arkansas	Stanford Achievement Test, Eighth Edition	5, 7, 10	NRT		3 Levels
California	Golden State Exams	9–12	NRT/CRT	Sh. Ans., Ext. Resp.	
Colorado	—				
Connecticut	—				
Delaware	—				
Dist. of Columbia	—				
Florida	—				
Georgia	GA High School Graduation Tests (GHS GT) Norm-Referenced Testing	11, 12 11	CRT NRT		Pass/Fail
Hawaii	—				
Idaho	Standardized Testing ITBS & TAP	3, 5, 7, 9	NRT	Proj.	
Illinois	IL Goal Assessment Program (IGAP)	3, 4, 6–8, 10, 11	NRT/CRT	Sh. Ans., Ext. Resp.	3 Levels
Indiana	—				
Iowa	—				
Kansas	Kansas Open Assessment	5, 8, 11		Ext. Resp., Proj.	2 Levels
Kentucky	KIRIS	5, 8, 11	CRT		4 Levels
Louisiana	LA Graduation Exit Examination Norm-Referenced Testing	11 4, 6	CRT NRT	Ext. Resp., Perf. Sh. Ans., Ext. Resp.	Pass/Fail
Maine	State Tests	4, 8, 11	CRT	Sh. Ans., Ext. Resp.	
Maryland	MD Functional Testing Program MD School Perf. Assessment Program (MSPAP)	8–12 3, 5, 8	CRT CRT	EMC, Sh. Ans.	2 Levels
Massachusetts	Massachusetts Educational Assessment Program	4, 8, 10	CRT	Ext. Resp.	
Michigan	—				
Minnesota	—				
Mississippi	Subject Area Testing Program (SATP)	11	CRT	EMC, Sh. Ans.	
Missouri	MO Mastery and Achievement Test (MMAT)	3–10	CRT		
Montana	Student Assessment Requirement	4, 8, 11	NRT		
Nebraska	—				
Nevada	—				
New Hampshire	NH Ed. Improvement and Assessment Program	6, 10	CRT	Sh. Ans., Ext. Resp.	
New Jersey	—				
New Mexico	NM High School Competency Exam	10, 11, 12	CRT	Sh. Ans., Ext. Resp.	Pass/Fail
New York	Program Evaluation Tests Regents Competency Tests Regents Examination Programs	6, 8 10, 11 10, 11	CRT CRT CRT	Sh. Ans., Ext. Resp.	2 Levels Pass/Fail
North Carolina	NC Testing Program	9	NRT/CRT		4 Levels
North Dakota	CTBS-4	3, 6, 8, 11	NRT	Sh. Ans., Ext., Resp.	4 Levels
Ohio	Fourth-/Sixth-/Twelfth-Grade Proficiency Testing	4, 6, 12	CRT	Sh. Ans., Ext. Resp.	3 Levels
	Ninth-Grade Proficiency Testing	8–12			Pass/Fail
Oklahoma	Oklahoma Core Curriculum Tests	5, 8, 11			2 Levels
	ITBS	3, 7	NRT		
Oregon	—				
Pennsylvania	—				
Rhode Island	—				
South Carolina	—				
South Dakota	Stanford Achievement Test, 8th Edition	4, 8, 11	NRT		4 Levels
Tennessee	TCAP Achievement Test-NRT	2–8	NRT		Pass/Fail
Texas	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	8	CRT		2 Levels

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State Assessment Programs in *Social Studies*, (cont'd)

	Name of Assessment	Grades	Type of Test	Non-Traditional Exercises	Performance Levels
Utah	Core Curriculum Testing (Perf. Assessment) Norm-Referenced Testing	1–12 5, 8, 11	CRT NRT	Perf.	
Vermont	—				
Virginia	Virginia Student Assessment Program (VSAP-NRT)	4, 8, 11	NRT	Sh. Ans., Ext. Resp.	
Washington	Norm Reference	4, 8, 11	NRT		4 Levels
West Virginia	Norm-Referenced Testing	3–11	NRT		
Wisconsin	WSAS Knowledge & Concepts	4, 8, 10	NRT		4 Levels
Wyoming	—				
Total States	28		NRT = 18 CRT = 20	Sh. Ans. = 12 Ext. Resp. = 13 EMC = 2 Perf. = 2 Proj. = 2	21

NOTES:

— = No state assessment

Type of test:

CRT = Criterion-referenced

NRT = Norm-referenced.

Non-traditional exercises:

EMC = Enhanced multiple choice

Sh. Ans. = Short Answer

Ext. Resp. = Extended response

Port. = portfolio or learning record

Perf. = Individual performance assessment

Proj. = projects, exhibitions, or demonstrations

Performance Levels = State assessment results are reported according to levels of student performance set by the state.

Source: State Student Assessment Programs Database, 1996–97 school year, CCSSO.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

Teacher Preparation and Licensure

State Standards for Teacher Licensure, 1998

Question: Does your state license, or certify, teachers based on state standards for teachers?

STATE	Teacher Standards/ Date Approved	Standards apply to ALL fields	Standards specific to fields	Based on INTASC standards
Alabama	January 1997	X	E/LA, M, SSt, S, AR, FL, EI Ed	Yes
Alaska	1994	X		Yes
Arizona	—			
Arkansas	Developing			
California	Various dates by field	X	E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O	No
Colorado	1994	X	No	
Connecticut	Effective July 1, 2003		E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O	Yes
Delaware	None			
DoDEA	December 2, 1985 Amended 1986, 1988, 1996	X	E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O	No
Dist. of Columbia	—			
Florida	—			
Georgia	—			
Guam	—	X	M Ed, O	—
Hawaii	Developing	X		Yes
Idaho	Pending 1998	X		No
Illinois	Developing	X	Core standards and teaching fields	Yes
Indiana	—			
Iowa	Fall 1998, effective 2001		Early Childhood	Yes
Kansas	Developing	X		Yes
Kentucky	January 1, 1998	X		Interrelated
Louisiana	X	X	Apply to all fields	Comparable
Maine	X			No
Maryland	November 1995	X		
Massachusetts	October 1994		E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O	No
Michigan	August 1993; Rev. July 1998		Entry-level approved: many endorsement areas	
Minnesota	Pending 1998		E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O	Yes
Mississippi	July 1997	X		No
Missouri	February 1997	X		Yes
Montana	None			
Nebraska			Rule 24: specific fields	No
Nevada	None			
New Hampshire	Every 8 years		E/LA, M, SSt, S, AR, FL, EI Ed, M Ed#, O	No
New Jersey	—			
New Mexico	1986-1989; revising	X	E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O	No
New York	—			
North Carolina	None			
North Dakota	Tch. Ed.		Apply to teacher education	Yes
Ohio	November 1996	X		Yes
Oklahoma	1997	X	E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O	Yes
Oregon	1996	X	EI Ed, M Ed, O	No
Pennsylvania	1984	X	E/LA, M, SSt, S, AR, FL, EI Ed, O	No
Rhode Island	June 1998	X		Yes
South Carolina	—			
South Dakota	Summer 1998, effective 2000		E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O#	Yes
Tennessee	None			

Continued next page...

State Standards for Teacher Licensure (cont'd)

STATE	Teacher Standards/ Date Approved	Standards apply to ALL fields	Standards specific to fields	Based on INTASC standards
Texas	Spring 1994	X		Yes
Utah	January 1998-continually updated	X		No
Vermont	—			
Virgin Islands	Developing	X		No
Virginia	Program standards—1994; New Competencies for Licensure, 1998	X		No
Washington	1997-98 (revision)	X		Yes
West Virginia	June 1997	X	E/LA, M, SSt, S, AR, FL, EI Ed, M Ed, O	No
Wisconsin	Developing			Yes
Wyoming	1988	X	No	

NOTES:

Approved =	Yes, teacher standards approved; date approved by state board	E/LA =	English/Language Arts	FL =	Foreign Language
Developing =	Yes, standards in draft or developing	M =	Mathematics	EI Ed =	Elementary Education
INTASC =	Interstate New Teacher Assessment and Support Consortium	SSt =	Social Studies	M Ed =	Middle Grades Education
		S =	Science	O =	Other
		Ar =	Arts	— =	State did not respond

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Further Information on State Standards for Teacher Licensure

# Alabama:	Based on INTASC standards; Arts=Art, Music; Other. See Supp. No. 97-2.	Minnesota:	New standards to be adopted in 1998 are based on INTASC standards.
California:	Some standards are generic; others are subject specific; Other—Teaching English Learners.	New Hampshire:	M Ed = Middle Grades-specific in Math, Social Studies; many more.
Colorado:	INTASC standards were considered in the adoption of Colorado standards.	New Mexico:	Technology Ed.; Health; Physical Ed.; Reading; TESOL; Business Ed.; Bilingual Ed.; Family and Consumer Science; Agriculture; and Music.
Connecticut:	Also Early Childhood.	North Dakota:	Education Standards and Practices Board (ESPB) approval standards for professional pedagogy that apply to all disciplines in the teacher education unit and also standards for all individual program areas. Standards take into account INTASC, NCATE Curriculum Guidelines, and professional organization standards.
DoDEA:	Also Special Education, Secondary Education, ESL, K, EC.	Oklahoma:	General competencies apply to all fields; full competencies apply to specific fields; Re: Full Subject Matter Competencies for Licensure and Certification.
Guam:	Also ESL, Vocational Education.	Oregon:	Early Childhood Education and High School.
Idaho:	Currently, state standards for becoming certified are found in the State Board of Education-approved Certification Manual.	Pennsylvania:	Science (5 fields); Plus 18 others.
Illinois:	There will be core standards and standards for teaching fields. An advisory group will make recommendation regarding which areas.	South Dakota:	Include special education, early childhood, music, physical education.
Kansas:	Standards have been developed but have not been approved by the Kansas Board of Education.	West Virginia:	Uses multiple criteria rather than a single set of standards, Sec. 7,3,1 (p.5) in Policy 5100.; Appendix D (p.33) in Policy 5100.
Louisiana:	"Louisiana Components for Effective Teaching" are used in the new State Teacher Assessment Program.		
Massachusetts:	Specific content standards for all 31 classroom teaching certificates		

Professional Development Requirements for Teacher License Renewal/Recertification, 1998

STATE	
Alabama*	3 yrs. ed. experience & 5 CEUs of prof. dev. or 3 sem. hrs of allow. credit or 5 allow. CEUs & 3 sem. hrs. credit or 6 sem. hrs. allow. credit
Alaska	6 semester cr., 3 in upper division graduate levels
Arizona*	180 clock hours of prof. growth every 6 years
Arkansas	6 semester cr. & NTE sub-area exam passing scores
California	150 clock hours of professional development every 5 years
Colorado	Portfolio of professional development experiences
Connecticut	9 cr. of CEU activities or 6 graduate level credits; 90 contact hours
Delaware	6 semester cr. refresher every 5 years or 3 years full-time teaching during 5-year period
Dist. of Columbia	6 credits every 5 years (renewal of prof. license requirements under review)
DoDEA (1996)	6 semester cr. every 6 years—3 of 6 must apply to current teaching category
Florida	6 semester cr. every 5 years or 120 staff dev. units
Georgia*	6 semester cr. or 10 staff development units every 5 years
Hawaii	—
Idaho	6 semester cr. every 5 years, 3 of which may be inservice
Illinois	—
Indiana	6 sem. cr. of approv. academic credit every 5 years or 90 continuing renewal units
Iowa*	6 semester cr. every 5 years
Kansas	8 semester cr. (B.A), 6 semester cr. (M.A) every 5 years
Kentucky*	3 years or 6 semester cr. every 5 years
Louisiana*	one semester of teaching every 5 years
Maine	6 semester cr. of approved study
Maryland*	6 semester cr. acceptable credit (1st 3 years); subsequent 7 years 30 semester hours acceptable credit
Massachusetts*	120 professional development points
Michigan	6 semester cr. or 18 state board CEUs
Minnesota	125 clock hours
Mississippi*	Staff development

STATE	
Missouri	6 semester cr. plus 30 clock hours of inservice, plus 3 years teaching experience
Montana	4 semester cr. every 5 years
Nebraska	2 years experience, or 6 semester cr. every 7 years
Nevada	6 semester cr. every 5 years
New Hampshire*	50 clock hours
New Jersey	—
New Mexico	—
New York	—
North Carolina	15 credits every 5 years
North Dakota	4 semester cr. every 5 years
Ohio	18 CEUs to renew 4 yr. cert. reduced by 1 sem. cr/ 3 CEUs for teaching each yr. up to 4 yrs. under the certificate
Oklahoma	Teach 3 of 5 years during valid certification; or 75 staff development hours or 5 semester credits
Oregon	24 qtr. hrs. of upper div. or graduate prep. for first renewal after 3 yrs; add. 21 qtr. hrs. for second renewal after 5 yrs; then 1 yr. of experience or 9 qtr. hrs. every 5 yrs.
Pennsylvania*	6 semester cr. every 5 years
Rhode Island	9 semester cr. every 5 years
South Carolina	6 semester cr.
South Dakota	6 semester cr. every 5 years
Tennessee	6 semester cr.
Texas	—
Utah*	6 semester cr. or 9 quarter cr. every 5 years
Vermont	9 credits every 7 years
Virginia	180 professional development points every 5 years
Virgin Islands	Renew after 3 yrs, or 2 yrs absence. Attend refresher courses, conferences, workshops, seminars
Washington	150 clock hours every 5 years
West Virginia	6 semester cr. of renew. credit or MA + 30 salary classification
Wisconsin	6 semester cr. every 5 years or 30 clock hrs professional development per 1 cr.
Wyoming	5 semester cr. every 5 years

NOTES:

— No State Policy for Renewal or Recertification

“*” represents change since 1996

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998-99.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

States Requiring Teacher Assessment for New License, 1998

STATE	WRITTEN TEST—AREAS INCLUDED—NAME OF TEST			PERFORMANCE ASSESSMENT			
	Basic Skills	Professional Knowledge of teaching	Subject Matter Knowledge	Portfolio	At what point in licensure process?	Classroom Observation	At what point in licensure process?
Alabama	X	X	(by institution)				
Alaska	Praxis I	proposed	TTK				
Arizona (1994)							
Arkansas	PPST	Professional Knowledge/NTE	NTE Subj. Area		— Developing —		
California	CBEST	RICA	MSAT, SSAT PRAXIS				
Colorado	PLACE	PLACE	PLACE	X	Exit preservice		
Connecticut	Praxis I-CBT	Praxis II	Praxis II	X	Initial 2 years	X	Initial 2 years
Delaware	Praxis I						
DoDEA	CS/PPST						
Dist. of Columbia (1996)							
Florida (1994)							
Georgia (1996)							
Guam	Guam Educator's Test for English Proficiency					X	Required in the Teacher Eval. Program
Hawaii	Praxis I	Praxis II	PRAXIS Subject Assessments				
Idaho	No						
Illinois	X						
Indiana							
Iowa	No						
Kansas	PPST	Professional Knowledge/NTE					
Kentucky (1996)	Core battery	Core battery	Praxis II	X	In-prep. program	X	In-prep. program
Louisiana	NTE-General	NTE-Professional Knowledge	NTE-Subject Tests				
Maine	National Teacher Exam						
Maryland	Praxis I	Praxis II	Praxis II Subj. Assess.				
Massachusetts	Mass. Teacher Test	Mass. Teacher Test				X	Teacher Prep
Michigan	MTTC		MTTC		— None —		
Minnesota	Praxis I						
Mississippi		Praxis II PLT	Praxis II Subject Area	X	During 1st year		
Missouri	College Basic Academic Subj. Exam	Praxis II Content Knowledge					
Montana	PPST/CBT						
Nebraska	PPST or CBT or CMEE				— None —		
Nevada	Praxis I	Praxis II	35 subject matter tests				
New Hampshire	Praxis I (9/1/98)	Praxis II (7/1/99)					
New Jersey (1996)							
New Mexico	Core Battery of the NTE	Core Battery of the NTE				X	Renewal license
New York (1996)							
North Carolina	PPST	NTE PK (will be PLT)	NTE/Praxis	X	Initial 2 years		

Continued next page...

States Requiring Teacher Assessment for New License (cont'd)

STATE	WRITTEN TEST—AREAS INCLUDED—NAME OF TEST			PERFORMANCE ASSESSMENT			
	Basic Skills	Professional Knowledge of teaching	Subject Matter Knowledge	Portfolio	At what point in licensure process?	Classroom Observation	At what point in licensure process?
North Dakota	(by institution)						
Ohio		Praxis II	Praxis II	— <i>planning performance assessment</i> —			
Oklahoma	Oklahoma General Education Test	Oklahoma Professional Teaching Exam	Oklahoma Subject Area Tests	X	Initial licensure	X	Teacher prep
Oregon	CBEJT or Praxis I	Praxis II	Praxis II			X	Minimum visits by supervisors specified
Pennsylvania	Communication Skills	Principles of Learning & Teaching	Praxis Series				
Rhode Island	National Teacher Exam	National Teacher Exam					
South Carolina							
South Dakota	No						
Tennessee	NTE/Praxis (for admittance)	NTE/Praxis Prof. knowledge	NTE/Praxis Specialty Test			X	Teacher prep
Texas	Texas Academic Skills Program (TASP) Test	Examination for Certification of Educators in Texas (ExCET)	Examination for Certification of Educators in Texas (ExCET)				
Utah	No					X	Initial 2 years
Vermont (1996)							
Virgin Islands	Praxis I						
Virginia	Praxis I	Principles of Learning & Teaching	Praxis II			X	Student teaching
Washington	No					X	Classroom experiences
West Virginia	Praxis I	Praxis II	Praxis II			X	Student teaching
Wisconsin	Praxis I, PPST			X		X	
Wyoming	No						

NOTES:

Praxis I/PPST = Pre-Professional Skills Test

Praxis II/PLT = Principles of Learning and Teaching

NTE = National Teacher Exam

Alabama: Test is designed by the preparing institution to cover the content of the program.

California: Professional knowledge of teaching reading

Colorado: PLACE, Liberal Arts and Sciences

DoDEA: Test of Communication Skills (CS) or Pre-Professional Skills Test (PPST)

Illinois: Beginning January 1, 1999 the State Board of Education will design a new testing system for teachers. Assessments will be administered prior to issuing the initial certificate and prior to issuing the Standard certificate. The assessments may be performance-based.

Louisiana: Currently transitioning to PRAXIS I and PRAXIS II.

North Dakota: Some ND institutions require NTE, many require the PPST. Many state institutions already require performance assessments including portfolios.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

College Major in Specific Academic Field Required for State Teacher Certification/License, 1998

State	Major in Required Field <i>(i.e., not major in Education)</i>	Teacher Grade Level
Alabama	State knowledge/Ability req.'s	K–12
Alaska	Major	7–12
American Samoa	Major	9–12
Arizona	Academic subjects	Secondary
Arkansas	Major or Minor	Secondary
California	Exam or Approved Program Equal to Major	K–12
Colorado	Major	Middle, Secondary
Connecticut	Major	K–12 (Elem: subject or interdis.)
Delaware	Major	Secondary
Dist. of Columbia	Major	Secondary & Middle
DoDEA		
Florida	Major or Minor	Secondary
Georgia	Major	Secondary and select P–12
Hawaii	Major	7–12
Idaho	Major or Minor	7–12
Illinois	Major	Secondary
Indiana	Major or Minor	Secondary
Iowa	Major	Secondary
Kansas	Standards-based	K–12
Kentucky	Major	Middle, High school
Louisiana	Credits in subject	Secondary
Maine	Major	Secondary
Maryland	Credit by subject	Secondary
Massachusetts	Yes	Middle, Secondary
Michigan	Major & Minor	Secondary
Minnesota	Major	7–12
Mississippi	Credits by subject	7–12
Missouri	Credits by subject	
Montana	Major & Minor	Secondary
Nebraska	Major	Secondary
Nevada	Major	Secondary
New Hampshire	Major	Secondary
New Jersey	Major	Secondary
New Mexico	Credits by subject	9–12
New York	Competencies by subject	
North Carolina	Major	
North Dakota	Major or Minor	7–12
Ohio	Credits by subject	
Oklahoma	Credits by subject	7–12
Oregon	Credits by subject	
Pennsylvania	Major	Secondary
Puerto Rico	Major	4–6 / 7–12
Rhode Island	Credits by subject	
South Carolina	Yes	9–12
South Dakota	Yes	9–12
Tennessee	Credits by subject	
Texas	Major or Minor	Secondary
Utah	Major or Minor	6–12
Vermont	Competency-based	
Virginia	Competencies by subject and major	
Virgin Islands	Yes, secondary	7–12
Washington	Credits by subject	
West Virginia	Job-related objectives	
Wisconsin	Major or Minor	Middle, High; 6–12
Wyoming	Major	7–12

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998–99.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Elementary Teachers: State Requirements in Core Fields for Elementary License, 1998

State	COURSE CREDITS IN FIELD					Elementary License Grades
	English/ Lang. Arts	Math	Science	Social Studies	Other	
Alabama			<i>Meet state knowledge/ability rules</i>			1–6
Alaska			<i>Institution-specific</i>			K–8
Arizona	6 (Reading)	6	8		9 Arts plus 18 cr. in field	K–8
Arkansas	12	9	9	12		1–6
California			<i>84 cr. in 10 areas</i>			K–12
Colorado			<i>Approved Program</i>			K–6
Connecticut			<i>39 cr. in 5 of 6 areas & Major</i>			K–6
Delaware	9	9	12	9	6 Arts	K–4, 5–8
Dist. of Columbia			<i>60 hours in 7 areas</i>			1–6
DoDEA	—	—	—	—		1–8
Florida			<i>None</i>			
Georgia			<i>30 credits in 5 areas</i>			PreK–8
Hawaii			<i>Approved Program</i>			K–6
Idaho			<i>44 cr. in 7 areas</i>			K–8
Illinois	12	6	12	12		K–9
Indiana	9	6	6	6		1–6, 7/8
Iowa			<i>Major/minor in 1 field or 12 cr. interdisp.</i>			K–6
Kansas			<i>Standards-based</i>			K–9
Kentucky			<i>Standards-based</i>			P–5
Louisiana			<i>55 cr. in gen. ed</i>			
Maine	6	6	6	6	60 cr. total	K–8
Maryland	9	12	12	9		K–8
Massachusetts			<i>Major in 1 field (24 credits)</i>			1–6
Michigan			<i>Major or 3 minors</i>			K–5/8
Minnesota			<i>Approved Program & elem. or sec. license</i>			1–6
Mississippi	12	— 21 (Math and Science) —		12	6 Arts	K–4
Missouri			<i>Approved Program</i>			1–8
Montana			<i>Approved Program</i>			K–8
Nebraska			<i>Approved Program</i>			K–8
Nevada			<i>Elementary Ed. degree</i>			
New Hampshire			<i>Courses in each subject taught</i>			K–8
New Jersey			<i>30 cr. in 1 field</i>			
New Mexico			<i>24–36 cr. in 1 field</i>			—
New York	6	6	6	6	plus 36 cr. in a field	
North Carolina			<i>Competencies by subject</i>			
North Dakota			<i>None</i>			1–8
Ohio			<i>30 credits in 1 field</i>			1–8
Oklahoma			<i>24–40 sem. hours in 8 areas</i>			1–8
Oregon	18 qtr.	12 qtr.	9 qtr.	9 qtr.	3 qtr. Health, PE, Music	PreK–9
Pennsylvania			<i>Approved Teacher Ed. Program</i>			K–6
Puerto Rico			<i>Not reported</i>			K–6
Rhode Island			<i>Approved Program</i>			1–6
South Carolina	—	—	—	—		
South Dakota	7	6	4	7		K–8
Tennessee			<i>(No state subject req.'s)</i>			
Texas			<i>18–24 cr. in 1 field</i>			K–8
Utah			<i>45 qtr/30 sem. cr. in teaching fields</i>			1–8
Vermont			<i>(No state subject req.'s)</i>			K–6
Virginia			<i>Program approval standards</i>			PreK–3, PreK–6
Virgin Islands			<i>36 credits in 1 field</i>			K–6
Washington			<i>Subject endorsements can be added</i>			K–8
West Virginia			<i>Competence verification in 8 fields</i>			K–8
Wisconsin			<i>Minor in 1 field</i>			PreK–3, 1–6
Wyoming			<i>Approved teacher preparation program</i>			K–8

NOTES:

"Credits" = semester credits, unless quarter credits specified. States also require professional education credits.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998–99.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Secondary Teachers: State Requirements for License in English/Language Arts, Mathematics, Science, Social Studies, 1998

State	COURSE CREDITS IN FIELD					
	English/ Lang. Arts	Math	Broad Field Science	Biology Chemistry Physics Earth Science	Social Science	History Economics Pol. Sci. Geography
Alaska			<i>Institution-specific</i>			
Arizona	30	30	30	30	30	30
Arkansas			<i>Major or Minor</i>			
California			<i>Subject matter exam or Approv. subject matter program</i>			
Colorado			<i>Major required</i>			
Connecticut	30	30	30	30	30	30(H)
Delaware	36	36	—	42 (b,es) 45 (c,p)	48	—
Dist. of Columbia	36	33	30	30	33	24
DoDEA (1996 data)	24	24	24	24	24	—
Florida			<i>Major or Minor in subject</i>			
Georgia			<i>Major required</i>			
Hawaii			<i>Major required</i>			
Idaho	20	20	20	20	20	20
Illinois	32	32	32	32	—	32
Indiana	36	36	36	36	—	36
Iowa	24	24	24	24	24	15
Kansas			<i>Standards-based</i>			
Kentucky			<i>Standards-based</i>			
Louisiana			<i>15-50 sem. hrs. in subject area</i>			
Maine	36	36	—	36 (life, phy.)	18	—
Maryland	36	36	—	36	36	26-36
Massachusetts	36	36	36	36	—	24
Michigan	36	30	36	30	36	30
Minnesota			<i>Major & Approved Program</i>			
Mississippi			<i>Credits specific to field</i>			
Missouri	30	30	30	20	40	—
Montana	30/20	30/20	40	30/20	40	30/20
Nebraska	30	30	59	24	60	36
Nevada	36/24	36/24	36/24	36/24	36/24	36/24
New Hampshire			<i>Major required in core subjects</i>			
New Jersey			<i>Major in subject</i>			
New Mexico	24-36	24-36	24-36	—	24-36	—
New York	36	36	—	36	36	—
North Carolina			<i>Approved Program/Competencies in subject</i>			
North Dakota	30	30	—	30	—	30
Ohio	60	30	60	30	—	30
Oklahoma	24-40	24-40	24-40	24-40	24-40	24-40
Oregon			<i>24-48 cr. or subject exam</i>			
Pennsylvania			<i>Approved Teacher Ed. Program & Major</i>			
Puerto Rico			<i>Major in subject</i>			
Rhode Island	30	30	30	30	—	30
South Carolina	30	30	30	30/12	30	30
South Dakota	21	18	21	12 (b,c,p) 18 (es)	24	18
Tennessee	36 qtr.	36 qtr.	48	24 qtr.	—	24
Texas	24	24	48	24	24	24
Utah	45 qtr.	45 qtr.	—	69 (b,es) 45 (c,p) qtr.	69	45
Vermont			<i>Competency-based program</i>			
Virginia	36	36	—	32	51	—
Virgin Islands	36	36	36	36	36	36
Washington	45/24 qtr.	24 qtr.	45 qtr.	24 qtr.	45	24
West Virginia			<i>Job-related objectives</i>			
Wisconsin	34	34	54	34	54	34
Wyoming			<i>Approv. program & major</i>			

NOTES:

"—" No state requirement. 30/20 = major or minor. "Credits" = semester credits, unless quarter credits specified.
States also require professional education credits.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998-99.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Middle Grade Teachers: State Requirements in Core Fields for Middle Grades License, 1998

STATE	Middle Grades Certification	COURSE CREDITS IN FIELD				
		English/ Lang. Arts	Math	Science	Social Studies	Other
Alabama	4-8			27-39 cr. in 1 field		
Alaska	6-9			Institution-specific		
Arizona	No					
Arkansas	5-8			18 cr. in 1 field		
California	Yes			Subj. matter exam/Approved subject matter prog		
Colorado	5-9			Major in subject		
Connecticut	4-8			39 cr. in 5 of 6 areas & major + 3 History		
Delaware	5-8	9	9	12	9 History, Geog.	6 Arts
Dist. of Columbia	4-8			Major in subject assigned		
DoDEA (1996 data)	5-8	18	18	18	18	
Florida	No					
Georgia	4-8			30 sem. hrs in subjects		
Hawaii	Yes					
Idaho	No					
Illinois	5-8			18 cr. in subject assigned		
Indiana	5-9			18 cr. in 1 field		
Iowa	No					
Kansas	5-9			Standards-Based		
Kentucky	5-9			Standards-Based		
Louisiana	yes			55 semester cr. in general education		
Maine	K-8	6	6	6	6	60 cr. total
Maryland	No					
Massachusetts	5-9			Major in 1 field (24 credits)		
Michigan	Yes			18 semester cr. credit in planned program		
Minnesota	5-9			Approved Program & Elem. or Sec. License		
Mississippi	4-8			18 semester cr. in each of 2 fields		
Missouri	No					
Montana	No					
Nebraska	No					
Nevada	No					
New Hampshire	Yes			Major in subject		
New Jersey	No					
New Mexico	Yes			24 to 36 sem. cr. in 1 field, 12 in upper div.		
New York	Yes			36 semester cr. in subject		
North Carolina	6-9			Subject-specific concentration (18 sem. hrs.)		
North Dakota	No					
Ohio	5-9	30	20	20	20	45 cr. in 2 areas
Oklahoma	7-8			18 cr. in 1 field		
Oregon	No					
Pennsylvania	No					
Puerto Rico	No					
Rhode Island	No					
South Carolina	No					
South Dakota	5-8	15	12	12	12	
Tennessee	Yes			Specific competencies		
Texas	No					
Utah	Yes			Major or minor in subject taught		
Vermont	5-8			2 academic minors (18 cr. each)		
Virginia	6-8	21	21	21	21	
Virgin Islands	—					
Washington	Yes					
West Virginia	5-8			Job-related objectives		
Wisconsin	5-9			Major or minor in subject taught		
Wyoming	5-9			Integrated program/competencies		

NOTES:

"—" No state course credit requirement. "Credits" = semester credits, unless quarter credits specified. States also require professional education credits.

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998-99.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Supervised Teaching Experience Requirements For State Certification, 1998

State	Required Credits	Student Teaching Time	Experience with Special/Exceptional Students	State	Required Credits	Student Teaching Time	Experience with Special/Exceptional Students
Alabama	9	12 weeks		Nebraska	—	14 weeks	
Alaska	12	10 weeks, full-time		Nevada	8	8 weeks	
Arizona	8			New Hampshire	App. Prog.		Yes
Arkansas	6	12 weeks		New Jersey	—	16 weeks	
California	12-15	1 sem./16 weeks		New Mexico	6-12	180 contact hours	
Colorado	—	Extensive & Intensive	Yes	New York	—	1 year	
Connecticut	6-12	10 weeks		North Carolina	—	10 weeks	Yes
Delaware	9	9 weeks		North Dakota	—	10 weeks	
Dist. of Columbia	6	9 weeks		N. Mariana Islands	12	15 weeks	
DoDEA				Ohio	—	10 weeks	Yes
Florida	6			Oklahoma	—	12 weeks	
Georgia		10 weeks	Yes	Oregon	—	15 weeks	Yes
Hawaii	—	9-18 weeks		Pennsylvania	—	12 weeks	
Idaho	6	10 sec., 16 elem.		Puerto Rico			
Illinois	5	8 weeks		Rhode Island	6	300 clock hours	
Indiana	—	10 weeks		South Carolina	—	60 full days	
Iowa	—	12 weeks		South Dakota	—	10 weeks	
Kansas	—	10 weeks		Tennessee	4	15 weeks	Yes
Kentucky	—	12 weeks		Texas	6	10 weeks	
Louisiana	9	180 clock hours		Utah	15 qtr	1 qr. or sem., full-time	
Maine	—	15 weeks		Vermont	—	12 weeks	
Maryland	—	12-15 weeks		Virginia	—	10 weeks	
Massachusetts	—	150 clock hours		Virgin Islands	6-9	14 weeks	
Michigan	6	180 clock hours		Washington	—	8 weeks	Yes
Minnesota	—	1 quarter	Yes	West Virginia	App. Prog.	By institution	
Mississippi	—	12 weeks		Wisconsin	—	18 weeks	
Missouri	10			Wyoming	App. Prog.		Yes
Montana	App. Prog.	10-15 weeks					

NOTES:

Credits = semester credits.

— No state requirement

Source: NASDTEC Manual on the Preparation and Certification of Education Personnel, 1998-99.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC, 1998.

School Leader/Administrator Licensure

State Standards for School Leader/Administrator Licensure, 1998

Question: Does your state license school leaders or administrators based on state standards?

STATE	Leader Standards Date Approved*	Based on ISLLC standards
Alabama	January 1997	Close correlation
Alaska	1997	Yes
Arizona	—	—
Arkansas	1990 (being revised)	No
California	1994	No
Colorado	1994	No
Connecticut	Effective 2003	Yes
Delaware	January 1998	Yes
DoDEA	March 1998	No
Dist. of Columbia	—	—
Florida	—	—
Georgia	—	—
Guam	None	—
Hawaii	Developing Fall 1999	—
Idaho	Approved	—
Illinois	Developing	Yes
Indiana	—	—
Iowa	Developing	Will be
Kansas	Developing	Yes
Kentucky	July 1998	Yes
Louisiana	June 1998	Yes
Maine	Approved	—
Maryland	November 1995; January 1998	Yes
Massachusetts	October 1994	No
Michigan	—	—
Minnesota	1997	Yes
Mississippi	June 1997	Yes

STATE	Leader Standards Date Approved*	Based on ISLLC standards
Missouri	Spring 1998	Yes
Montana	—	No
Nebraska	Approved	No
Nevada	No	—
New Hampshire	Every 10 years—Expire	No
New Jersey	—	—
New Mexico	Revised Fall 1997	Yes, plus NCATE
New York	—	—
North Carolina	1997	Yes
North Dakota	5 years	Yes, plus NCATE
Ohio	November 1996	Yes
Oklahoma	1997	Yes
Oregon	1997	No
Pennsylvania	1984	No
Rhode Island	June 1998	Yes
South Carolina	—	—
South Dakota	Summer 1998, Effective 2000	No
Tennessee	No	—
Texas	Spring 1994	Yes
Utah	1995	No
Vermont	—	—
Virgin Islands	No	Developing
Virginia	January 1998	Yes
Washington	January 1997	Yes
West Virginia	June 1997	No
Wisconsin	1986	In process
Wyoming	1988	No

NOTES:

* Date Approved = Yes, standards approved; date approved by state board.

Developing = Yes, draft or developing standards

— = No response

ISLLC = Interstate School Leaders Licensure Consortium

Iowa: Under discussion

Louisiana: Developing standards

Montana: But use state's administrative rules; have criteria

North Dakota: The ESPB develops the standards for graduate and undergraduate programs including those for educational leadership, and issues licensure based on those standards.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

State Assessment for School Leader/Administrator Licensure, 1998

Question: For school leader/administrator licensure, does your state require an assessment?

STATE	Source/Name of Assessment
Alabama	University-designed
Alaska	ISLLC, SLLA (Plan)
Arizona	
Arkansas	Praxis I (Ed. leadership)
California	(Planning)
Colorado	PLACE (Plan)
Connecticut	ISLLC, Praxis I-CBT, Portfolio (Plan)
Delaware	—
DoDEA	(Planning)
Dist. of Columbia	
Florida	
Georgia	
Guam	
Hawaii	
Idaho	
Illinois	Illinois Certification Testing System
Indiana	
Iowa	
Kansas	
Kentucky	KY Specialty Test of Inst. and Admin. Practices (state); Test of Ed. Admin. and Supervision (national)
Louisiana	NTE
Maine	Portfolio (an option)
Maryland	School Leader Licensure Assessment (principals only)
Massachusetts	
Michigan	
Minnesota	
Mississippi	ISLLC, Portfolio

NOTES:

ISLLC = Interstate School Leaders Licensure Consortium
NTE = National Teachers Exam

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

STATE	Source/Name of Assessment
Missouri	ISLLC, NASSP
Montana	
Nebraska	
Nevada	PRAXIS-admin.
New Hampshire	
New Jersey	
New Mexico	
New York	
North Carolina	ISLLC
North Dakota	
Ohio	EIS-PRAXIS
Oklahoma	Portfolio, Oklahoma Subject Area Test
Oregon	PRAXIS-admin.
Pennsylvania	
Rhode Island	Portfolio (Plan)
South Carolina	
South Dakota	
Tennessee	NTE Specialty Test in Educational Leadership and Core Battery
Texas	ExCET for Administrators
Utah	
Vermont	
Virgin Islands	
Virginia	NASSP, Assessments of Institutions
Washington	—
West Virginia	PRAXIS-admin.
Wisconsin	
Wyoming	Interviews, on-site assessment

Time and Attendance Policies

Length of School Year — State Policies In Number of Days or Total Hours, 1998

STATE	In Days	In Hours	In Days After Approved Exceptions	In Hours After Approved Exceptions
Alabama	175	—	—	—
Alaska	180	—	—	—
American Samoa (1996 data)	180	—	—	—
Arizona (1994 data)	175	—	—	—
Arkansas	178	—	—	—
California	175*	—	163*	—
Colorado	—	1080	—	—
Connecticut	180	900 (1)	180	—
Delaware	—	1060	—	—
Dist. of Columbia (1996 data)	180	—	—	—
DoDEA	183	—	175	—
Florida (1994 data)	180	—	—	900
Georgia (1996 data)	180	—	176	—
Guam	—	990	—	—
Hawaii	184	—	—	—
Idaho	180	990	—	—
Illinois	180	—	—	—
Indiana	180	K–6: 900, 7–12: 1080*	—	—
Iowa	180	—	—	—
Kansas	186	1116	181 (gr. 12 seniors)	1086 (gr. 12)
Kentucky	175	—	—	—
Louisiana*	175	—	—	—
Maine	175	170*	—	—
Maryland	180	E: 1080, S: 1170(1)	(1)	—
Massachusetts	180	E: 900, S: 990	168	—
Michigan	180	990	178	—
Minnesota	Varies by district for FY99*			
Mississippi	180	—	—	—
Missouri	174	1044	(1)	1032
Montana	180	K: 360, 1–3: 720, 4–12: 1080*	—	—
Nebraska	—	K: 400, E: 1032, H: 1080	(1)	(1)
Nevada	180	—	165*	—
New Hampshire	180	—	(1)	(1)
New Jersey (1996 data)	180	—	—	—
New Mexico	180	K: 450, 1–6: 990, 7–12: 1080*	145 (4-day wk.)	—
New York (1996 data)	180	—	175	—
North Carolina	180	1000	177	—
North Dakota	173	—	(1)	—
N. Mariana Islands (1996 data)	—	—	—	—
Ohio	182	—	177	—
Oklahoma	180	1080	(1)	(1)
Oregon	—	K: 405; 1–3: 810; 4–8: 900; 9–12: 990	—	—
Pennsylvania	180	E: 900; S: 990	—	—
Puerto Rico (1996 data)	180	1080	—	—
Rhode Island	180	—	180*	—
South Carolina (1996 data)	180	—	—	—
South Dakota	175	962.5	172	—
Tennessee	180	—	—	—
Texas	187*	—	(1)	—
Utah	180	990	172*	—
Vermont (1996 data)	175	—	—	—
Virginia	180	990	—	—
Virgin Islands	180	E: 905; S: 976	—	—
Washington	180	K: 450; 1–3: 2700; 4–6: 2970; 7–8: 1980; 9–12: 4320	177	—
West Virginia	180	—	178	—
Wisconsin	180	K: 437; 1–6: 1050; 7–12: 1137	175	—
Wyoming	175	1050	—	—

NOTES: "—" Indicates that a state does not have a requirement in this category.

(1) Varies depending on circumstance.

Minnesota: Districts must schedule three more days for FY99 than for FY97.

*** represents change since 1996.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.

Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Year-Round School — State Policies and District Practices, 1998

Question: Does your state have a policy regarding year-round school as of 1998? Are there now districts in your state that run year-round schools? If yes, how many?

STATE POLICY REGARDING YEAR-ROUND SCHOOL		DISTRICTS WITH YEAR-ROUND SCHOOLS	
YES	NO	YES	Number of Districts
Arizona	Alabama	Alabama	—
Arkansas (1994)	Alaska	Alaska	a few
California	American Samoa (1996)	Arizona (1994)	—
Florida (1994)	Colorado	Arkansas	4
Hawaii	Connecticut	California	180
Illinois	Delaware	Colorado	4
Iowa	District of Columbia (1996)	Florida (1994)	—
Kentucky	DoDEA	Georgia (1996)	—
Minnesota	Georgia (1996)	Guam	piloting 2 elem. schools
Nevada	Guam (piloting 2 elem.schools)	Hawaii	—
North Carolina	Idaho	Idaho	2
Oklahoma	Indiana	Illinois	5
Texas	Kansas	Indiana	6 (in parts)
Utah	Louisiana	Iowa	5
West Virginia	Maine	Kentucky	22
	Maryland	Louisiana	3
	Massachusetts	Maine	2
	Michigan	Maryland	1 (elem.)
	Mississippi	Minnesota	10
	Missouri	Missouri	1
	Montana	Nevada	5
	Nebraska	New Jersey (1996)	school decision
	New Hampshire	New Mexico	2
	New Jersey (1996)	North Carolina	38
	New Mexico	N. Mariana Islands (1996)	—
	New York (1996)	Ohio	—
	North Dakota	Oregon	4-Jan
	N. Mariana Islands (1996)	South Carolina (1996)	—
	Ohio	Tennessee	5
	Oregon	Texas	61
	Pennsylvania	Utah (schools)	7
	Puerto Rico (1996)	Virginia	5 schools in 3 districts
	Rhode Island	Washington	2
	South Carolina (1996)	West Virginia	2
	South Dakota	Wisconsin	1 school
	Tennessee		
	Vermont (1996)		
	Virginia		
	Virgin Islands		
	Washington		
	Wisconsin		
	Wyoming		

NOTES:

State Definition of year round school:

- Arkansas: 12 month school with no more than 6 weeks vacation
- California: No more than 8 weeks vacation
- Hawaii: No more than 8 weeks vacation
- New Mexico: 10, 11, 12-month calendar permitting attendance on a staggered schedule
- Oregon: 12-month class schedule

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

School Student Attendance Requirements, 1998

STATE	KINDERGARTEN ENTRANCE		Age Students Must Enter School	Age Students Must Remain In School
	Age	Cut-Off Date		
Alabama	5	9/1	7	16
Alaska	5	8/15	7	16
American Samoa (1996 data)	5	9/1	6	18
Arizona (1994 data)	5	9/1	6	16 or gr. 10
Arkansas	5	9/15	5	17 by Oct.1
California	5	12/2	6	18
Colorado		LEA Option	7	16
Connecticut	5	1/1	7	16
Delaware	5	8/31	5 By Aug. 31	16
Dist. of Columbia (1996 data)	5	12/31	5	18
DoDEA	—		6	None*
Florida (1994 data)	5	9/1	6	16
Georgia (1996 data)	5	9/1	7	16
Guam	5	(1st day of school)*	-	
Hawaii	5	12/31	6	18
Idaho	5	9/1	7	16
Illinois	5	9/1	7	16
Indiana	5	6/1	7	16
Iowa	5	9/15	6	16 by Sept. 15
Kansas	5	8/31	7	18 or waiver*
Kentucky	5	10/1	6	16
Louisiana	5	9/30	6*	16*
Maine	5	10/15	7	17
Maryland	5	12/31	5	16
Massachusetts		LEA option	6	16
Michigan	5	12/1	6	16
Minnesota	5	9/1	7	16
Mississippi	5	9/1	6	17
Missouri	5	8/1	7	16
Montana	5	9/10	7	16 & complete gr. 8
Nebraska	5	10/15	7	16
Nevada	5	9/30	7	17
New Hampshire		LEA option	6	16
New Jersey (1996 data)		LEA option	6	16
New Mexico	5	9/1	5	18
New York (1996 data)	5	12/1	6	16 & complete sch. yr
North Carolina	5	10/16 ⁽¹⁾	7	16
North Dakota	5	8/31	7	16
Ohio	5	9/30	6	18
Oklahoma	5	9/1 ⁽²⁾	5	18
Oregon	5	9/1	7	18
Pennsylvania		LEA option	8	17
Puerto Rico (1996 data)	5	8/1	5	18
Rhode Island	5	12/31	6	16
South Carolina (1996 data)	5	9/1	5	16
South Dakota	5	9/1	6	16
Tennessee	5	9/30	6*	17
Texas	5	9/1	6	18*
Utah	5	9/2	6	18
Vermont (1996 data)	5	1/1	7	16
Virginia	5	9/30	5	18
Virgin Islands	5	—	5	16
Washington	5	8/31	8	18 or waiver
West Virginia	5	9/1	6	16
Wisconsin	5	9/1	6	18
Wyoming	5	9/15	6	16

NOTES:

⁽¹⁾ 4 yr-olds may go to early kindergarten if birthday reached by April 16 of preceding school year. ⁽²⁾ 4 yr-olds allowed to attend kindergarten.

"*" represents change since 1996

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Kindergarten Programs — State Policies, 1998

FULL-DAY PROGRAM	
Districts Must Offer	Student Attendance Required
Alabama	No
Arkansas	Yes
Dist. of Columbia	Yes
Florida (1994)	Yes
Georgia (1996)	No
Hawaii	No
Louisiana	No
Mississippi	No
North Carolina	No
North Dakota (and half day)	No
South Dakota (and half day)	No
Texas (and half day)	No
Vermont (and half day) (1996)	No
Virginia (and half day)	Yes
Virgin Islands	Yes
West Virginia	Yes

HALF-DAY PROGRAM	
Districts Must Offer	Student Attendance Required
American Samoa (1996)	Yes
Arizona (1994)	Yes
California	No
Connecticut	No
Delaware	Yes
DoDEA	No
Illinois (or full day)	No*
Iowa (or full day)	No
Indiana	No
Kentucky	No
Maryland	Yes
Massachusetts	No
Minnesota (or full day)	No
Missouri (or full day)	Yes
Montana	No
Nebraska (400 hrs.)	No
Nevada	No
New Mexico	Yes
Ohio (or full day)	No
Oklahoma	Yes
Oregon	No
Pennsylvania	No
Puerto Rico (1996)	Yes
Rhode Island	Yes
South Carolina (1996)	Yes
South Dakota	No
Tennessee	Yes
Utah	Yes
Vermont (1996)	No
Wisconsin	No
Wyoming	No

NO STATE POLICY — LOCAL DISTRICT POLICY	
Alaska	
Colorado	
Idaho	
Kansas	
Maine (offer or make available)	
Michigan	
New Hampshire	
New Jersey (1996)	
New York (1996)	
Washington	

NOTES:

“*” represents change since 1996

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

Length of School Day in Minimum Hours by Grade Level, 1998

STATE	Pre-K	Half-Day Kindergarten	Full Day Kindergarten	Grades 1–6	Grades 7–8	Grades 9–12
Alabama	–	–	6	6	6	6
Alaska	–	–	–	4.0-5.0	5	5
American Samoa (1996 data)	7	7	–	2	2	2
Arizona (1994 data)	1.2	2	–	4.0-5.0	6	–
Arkansas	–	–	6	6	6	6
California	–	3.3	–	4.7-5.0	5	6
Colorado	–	–	–	–	–	–
Connecticut	<i>minimum length of day eliminated*</i>					
Delaware	–	2.5-3	–	6	6	6
Dist. of Columbia (1996 data)	6.5	–	6.5	6.5	6.5	6.
DoDEA	2.5	2.5	–	5.5*	6*	6
Florida (1994 data)	–	–	–	5	5	5
Georgia (1996 data)	4.5	–	4.5	4.5	5	5
Guam	–	–	–	–	–	–
Hawaii	6	6	6	6	6	6
Idaho	–	2.5	4	4	4	4
Illinois	–	2	4	5	5	5
Indiana	–	2.5	–	5	6	6
Iowa	–	–	–	5.5	5.5	5.5
Kansas	–	2.5	5	6	6	6
Kentucky	3	3	6*	6	6	6
Louisiana	–	3*	6*	6*	6*	6*
Maine	–	2.5	2.5	5	5	5
Maryland	–	–	–	3	3	3
Massachusetts	–	–	–	–	–	–
Michigan	–	–	–	–	–	–
Minnesota	–	–	–	–	–	–
Mississippi	5.5	–	5.5	5.5	5.5	5.5
Missouri	–	1.5	3.0-7.0	3.0-7.0	3.0-7.0	3.0-7.0
Montana	<i>annual aggregated hours requirement*</i>					
Nebraska	–	–	–	–	–	–
Nevada	–	–	2	5*	5.5*	5.5
New Hampshire	–	2.5	N/A	6	6	6
New Jersey (1996 data)	–	2.5	2.5	4	4	4
New Mexico	–	2.5	–	5.5	6	6
New York (1996 data)	–	2.5	5	5	5.5	5.5
North Carolina	5.5	5.5	5.5	5.5	5.5	5.5
North Dakota	–	2.75*	5.5*	5.5	6	6
Ohio	–	2.5	–	5	5.5	5.5
Oklahoma	2.5	2.5	6	6	6	6
Oregon	–	–	–	6 (K-3)*	6.5 (4-8)*	7*
Pennsylvania	–	2.5	5	5	5.5	5.5
Puerto Rico (1996 data)	3.5	3.5	6	6	6	6
Rhode Island	2.5	2.5	5	5	5–5.5	5.5
South Carolina (1996 data)	2.5	2.5	5	6	6	6
South Dakota	–	–	–	5 (1-3)	5.5 (4-8)	5.5
Tennessee	5.5*	4*	4*	6.5*	6.5*	6.5*
Texas	–	–	7	7	7	7
Utah	–	2*	–	4*	4*	4*
Vermont (1996 data)	–	2	–	4 (1-2)	5.5 (3-10)	–
Virginia	–	3	5.5	5.5	5.5	5.5
Virgin Islands	N/A	N/A	6	6	6.5	6.5
Washington	–	2	4	4 (1-3)	5 (4-6)	5 (7-12)
West Virginia	–	–	5.25	5.25 (K-4)*	5.5 (5-8)*	5.75*
Wisconsin	–	2.5	5	6	6.5	6.5
Wyoming	–	2.5	5	5	6	6

NOTES:

“–” Indicates that a state does not have a requirement in this category.

“*” represents change since 1996

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.

Appendices

Teacher Standards Use in Teacher Education: Design or Approval, 1998

Question: Does your state have standards that are used for design or approval of teacher education programs in institutions of higher education?

STATE	Standards for teacher education programs	How are the standards used with teacher education programs? When are they applied?
Alabama	Yes	Prior to program approval on a five-year review cycle
Alaska	Yes	A representative committee is being formed to determine/develop new, performance-based standards
Arizona		
Arkansas	Yes	Prior to program approval; reviewed every five years
California	Yes	Periodic review and professional accreditation of all teacher education programs. Standards are the basis for improving weak programs through the accreditation system
Colorado	Yes	Approving new programs, modification of existing programs, and onsite program reviews
Connecticut	Yes	5 year approval cycle. Standards are rated based on institution self-study and state team visit
Delaware	Yes	For approval/reapproval every five years. Use NASDTEC and NCATE process
DoDEA	No	
Dist. of Columbia		
Florida		
Georgia		
Guam	Yes	Course offerings are made to meet certification requirements
Hawaii	Yes	Standards are applied through a state approval of teacher education (SATE) process, including document reviews and on-site visits every five years
Idaho	No	Use NASDTEC and NCATE approval process
Illinois	Yes	State review every five years. Institutional report and review team visits
Indiana		
Iowa	Yes	Accreditation approval based on program meeting the standards for a term of five years. Evidence by visiting teams to institutions and reports filed by the institution. Performance standards established for early childhood education. All other areas will be reviewed by SBE in Fall 1998
Kansas	Yes	Approval of new programs and for renewal of each program's curriculum every 5 years through a folio review process
Kentucky	Yes	Universities submit approved folios based on new teacher or experienced teacher programs
Louisiana	No	
Maine	Yes	Any state public or private institution with a teacher preparatory program must have state approval to operate. Approval is granted for a maximum of five years and renewals are required. When an institution seeks national accreditation (NCATE), the department of education has a partnership with NCATE so that state and national site visits happen simultaneously
Maryland	Yes	State/NCATE review on 5-year cycle
Massachusetts	Yes	When programs are implemented by institutions of higher education or others preparing educational personnel. Re-approval process every 5 years
Michigan	Yes	Initial demonstration of how standards are met and on 5-year cycle
Minnesota	Yes	Teacher education programs are reviewed on-site every five years
Mississippi	No	
Missouri	Yes	Beginning Fall 1998, the state will implement new standards for program approval which are based on INTASC Beginning Teacher Standards and include subject specific competencies to be addressed by each program for certification. Evidence by institutional and student portfolios during the site visits
Montana	Yes	On-site review on a 5-year cycle of program and unit review
Nebraska	Yes	Part of annual approval of teacher education program by SBE. Receive periodic audit by team to the campus
Nevada	Yes	Every five years, all teacher education programs have their programs reviewed and approved by the State Board of Education
New Hampshire	Yes	Used with institutional review every 5 years NH Code of Administrative Rules
New Jersey		
New Mexico	Yes	All institutions of higher education that prepare teachers are required to design programs that deliver all of the State Board of Education approved competencies (standards). Each presents its preparation programs to the State Professional Standards Commission for approval
New York		
North Carolina	Yes	Institutions prepare self-studies/reports
North Dakota	Yes	Reviewed by site visitation teams on a five-year cycle

Continued next page...

Teacher Standards Use in Teacher Education (cont'd)

STATE	Standards for teacher education programs	How are the standards used with teacher education programs? When are they applied?
Ohio	Yes	Applied prior to the program being approved in conjunction with on-site visit
Oklahoma	Yes	The standards are used for accrediting the 21 teacher preparation programs in the state. Standards are applied based on a rotating cycle of reaccreditation
Oregon	Yes	Review and approval of new programs. Site visits at five-year intervals. Annual reports from approved institutions
Pennsylvania	Yes	The standards are used to design a teacher education program and form the basis of a self-study document which is validated by an on-site review of the program. The reviews are conducted once every five years
Rhode Island	Yes	Standards for the approval of teacher preparation programs. These standards are applied/evaluated during on site visits at least once every five years
South Carolina		
South Dakota	Yes	Standards are used in onsite review of programs every 5 years
Tennessee	Yes	The standards are a list of "knowledge of skill" statements that are matched by the college/university to content covered in individual courses
Texas	Yes	The standards are used to approve the whole or any part of the teacher education program. Each training entity is evaluated annually based on student performance
Utah	Yes	Utah universities or colleges offering teacher preparation programs operate on a pre-approved program basis. Universities incorporate the required state board of education standards into their programs. These are reviewed every 3 years as part of the state accreditation process
Vermont		
Virgin Islands	No	
Virginia	Yes	Institutional report and five year on-site team visits. The report determines continuous program approval
Washington	Yes	Program must meet SBE standards for approval. An advisory board approves/reviews compliance every 5 years
West Virginia	Yes	Deliberations are underway concerning program approval process.
Wisconsin	Yes	
Wyoming	Yes	Programs are approved based upon compliance to the standards which are verified by documentation and on-site visitations.

NOTES:

Nevada: to be revised within the next year.

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

School Leader/Administrator Standards Use in Leader Education; Design or Approval, 1998

Question: Does your state have standards for school leaders that are used for design or approval of school leader education programs in institutions of higher education?

STATE	Standards used for design/approval of school leader education programs?
Alabama	Yes, Approval
Alaska	Yes, Approval
Arizona	
Arkansas	Yes, Approval
California	Yes, Design and Yes, Approval
Colorado	Yes, Design and Yes, Approval
Connecticut	Yes, Approval
Delaware	Yes, Approval
DoDEA	No
Dist. of Columbia	
Florida	
Georgia	
Guam	
Hawaii	Yes, Design
Idaho	
Illinois	No
Indiana	
Iowa	SBE discussion 98/99
Kansas	Yes, Approval
Kentucky	Yes
Louisiana	In development
Maine	Yes, Approval
Maryland	Yes
Massachusetts	Yes, Design and Yes, Approval
Michigan	
Minnesota	Yes, Approval
Mississippi	Yes, Design

STATE	Standards used for design/approval of school leader education programs?
Missouri	Yes, Design
Montana	Yes, Design and Yes, Approval
Nebraska	Yes, Approval
Nevada	Yes, Approval
New Hampshire	Yes, Approval
New Jersey	
New Mexico	
New York	
North Carolina	No
North Dakota	No
Ohio	Yes, Approval
Oklahoma	Yes, Approval
Oregon	Yes, Design
Pennsylvania	Yes, Design and Yes, Approval
Rhode Island	Yes, Design and Yes, Approval
South Carolina	
South Dakota	Yes, Approval
Tennessee	Yes, Approval
Texas	Yes, Approval
Utah	Yes, Approval
Vermont	
Virgin Islands	No
Virginia	Yes, Design
Washington	Yes, Design
West Virginia	Yes, Design and Yes, Approval
Wisconsin	Yes, Approval
Wyoming	Yes, Approval

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
Council of Chief State School Officers, State Education Assessment Center, Washington, DC.